**What is the Pupil Premium?**

**The pupil premium is a government initiative started in 2011 to provide additional funding to raise the attainment of those pupils deemed to be from a disadvantaged background and to close the gaps between them and their peers. This is based on research showing that children from low income families perform less well at school than their peers. Often, children who are entitled to pupil premium face challenges such as poor language and communication skills, less family support, lack of confidence and issues with attendance and punctuality. The pupil premium is intended to directly benefit the children who are eligible, helping to narrow the gap between them and their classmates. Money is paid to the school which is the used to target resources in a way which benefits these pupils. Children who have been on Free School Meals**

**( FSM ) at any point over the past 6 years and any children who have been in care for more than one day are eligible for pupil premium funding. There is a smaller provision for children who have a parent working in the armed forces ( or have served in the armed forces in the previous 4 years ) The government has never dictated what the money has to be spent on but it is made very clear that money needs to be used to narrow the gap between the highest and lowest achieving pupils and support children with parents in the armed forces. It is for the school to decide on the best way for this to happen.**

**There is no obligation for your school to consult you about how they use the money they claim for your child, although some schools may involve parents. However, schools do have to show that they are using their pupil premium fund appropriately. This is measured through Ofsted inspections and annual performance tables showing the progress made by children who are eligible for pupil premium. In addition, they have to publish details online, including how much money they have been allocated, how they intend to spend it, how they spent their previous year’s allocation and how it made a difference to the attainment of disadvantaged pupils.**

**Your child may be eligible for free school meals – and accordingly pupil premium – if you receive any of the following benefits:**

* **Income support**
* **Income-based jobseekers’ allowance**
* **Income-related employment and support allowance**
* **Support under Part IV of the Immigration and Asylum Act 1999**
* **The guaranteed element of state pension credit**
* **Child tax credit, provided that you are not also entitled to working tax credit and have an annual gross income of £16,190 or less**
* **Universal credit**

**We will be able to tell you what you need to do to register your child as eligible.**

**From September 2014, all children in Reception and Years 1 and 2 will qualify for** [**free school meals**](http://www.theschoolrun.com/free-school-meals-for-infant-children)**, regardless of their family income, but only the children who would have qualified for free meals under the above income-based criteria will receive the pupil premium.**

**If your child qualifies for free school meals, it’s important that you tell us– even if they take a packed lunch – as this enables them to claim pupil premium.**

**There is no single intervention which provides a complete solution to narrowing the gap or supporting our disadvantaged children in the way that suits them best. We try to take a range of approaches when spending Pupil Premium money that offers a breadth of support to groups of pupils. In addition to the PP money, many of our school systems are already in place to support children from all backgrounds and abilities. Our Pupil progress meetings happen 4 times a year and they provide an opportunity for all staff to discuss all children in some depth with regard to their academic attainment and pastoral issues. Our assessment, monitoring and tracking systems allow us to identify any children or groups of children who were not making sufficient academic progress. The teaching strategies employed by staff in the school enable all children to make progress and provide for a wide range of needs. The school have used the Sutton Trust EEF toolkit to ensure funding is spent in a way to best achieve good outcomes for all children. This research has been useful in analysing what really makes a difference, enabling us as a school to make informed choices about professional development and workforce deployment. The toolkit makes it clear that high quality, effective whole class pedagogies can lead to success for all children and young people including those that are most vulnerable.**

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| **Total number of pupils on roll** | **135** | **Total number of pupils eligible for PPG**  **LAC and previously LAC ( adopted from birth )**  **Forces pupils** | **20 ( 14. 5 % )**  **0 ( 0 % )**  **3 ( 2 % )** |
| **Amount of PPG received per pupil (FSM) £1320**  **LAC £1900 Adopted from birth (1900) Forces £300** | | **Total amount of PPG expected for 2020 / 2021** | **£25, 380** |

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| **SUPPORT** | **ACTIONS** | **COST** | **SUCCESS CRITERIA / IMPACT** | **MONITORING AND ACTUAL IMPACT** |
| **Quality of Education** | **Priority 1**  **TA classroom support provided to facilitate group work or one to one intervention if necessary. Intervention monitored closely by SENDCO and SLT and discussed at termly pupil progress meetings.**    **Through teacher CPD further develop pupil outcomes through prior learning in order to provide them with**  **metacognitive and independent learning**  **strategies.**  ***NfER report on supporting the***  ***attainment of disadvantaged pupils***  **Priority 2**  **To develop the role of a Pupil premium champion working with identified children in KS2 to close gaps in reading, writing and maths as well as developing positive learning attitudes. Short sessions ( 30 mins ) 3 times a week over a measurable period of time no longer than a 12 week period and in conjunction with classroom teaching.** | **£12, 300**  **£600**  **£ 10,000** | **To accelerate the progress of PPG pupils in reading, writing and maths across the school where necessary and close any age related gaps to improve attainment. To close any gaps between the progress and attainment of non pupil premium children and those eligible for pupil premium spend.**  **To close gaps in learning in maths, reading and writing for 100 % of targeted children with all children making good progress from their assessed starting points in September 2020.** | **Quality of Education learning walks to have a focus on the teaching and learning of PPG pupils.**  **Data drops 4 times during the academic year show all PPG children on track to make good progress from starting points. Impact of class based interventions monitored through termly meetings between SENDCO, class teacher and pupil premium champion as well as evidence from identified case studies.**  **July 2021**  **Last data input July 2021 evidenced below : -**  **Whole school data ( 15 PP children )**  **Reading Baseline – 47 % below, 53 % at and above, 13 % above.**  **Pentecost data – 47 % below, 53 % at and above, 27 % above.**  **Writing Baseline – 47 % below, 53 % at and above, 0 % above.**  **Pentecost data – 53 % below, 47 % at and above, 20 % above.**  **Maths baseline – 50 % below, 50 % at and above, 14 % above.**  **Pentecost data – 47 % below, 53 % at and above, 20 % above.**  **Conclusion – increase in percentages of children in reading writing and maths achieving GDS. Percentages also show that all children have maintained their current attainment level or improved .**  **Second partial school closure January 2021 67 % of PP children were invited to attend school during this closure to encourage engagement with learning. 3 of the 15 children also have an EHCP and are working below year group standards. All 3 of these children have made good progress towards individual targets in reading, writing and maths.**  **July 2021 -**  **During Advent 1 and 2 4 children were targeted for individual intervention sessions 3 times a week. The focus for the sessions was SPAG and reading comprehension. Their reading age was identified at the beginning of the sessions and taken again as exit data. All 4 children made progress in their reading ages, the most significant was by 12 months and the least by 4 months.**  **4 children were targeted for Lent into Pentecost, working in individual intervention sessions twice a week. Entry data was recorded. 2 children working on reading comprehension skills completed the year as ARE, 1 child was supported for spelling and grammar showing progress in her independent writing of using these techniques. 1 child in year 5 was supported through maths pre teach sessions securing ARE in July.**  **All of the above information has been recorded on provision maps.** |
| **Priority 3 Communication**  **Purchase of well com speech and language resource to enable all children in EYFS to be screened for speech and language benchmark with regards to speech sounds, understanding, sentence structure and development of vocabulary.**  **Subsequently develop vocabulary and language acquisition for identified disadvantaged pupils through interventions with ELKAN trained teaching assistants. Additional resources purchased where necessary.** | **£470**  **£400** | **Secure understanding of baseline in CLLD for all EYFS pupils and early intervention identified if appropriate. TA led specific small group and individual work to accelerate progress in this area where required to close gaps by the end of EYFS and end of KS1.** | **Data from baseline assessment used as starting point for interventions. Data from early years 4 times a year used to track progress made in CLLD from starting points and attainment 4 times a year.**  **Observations of interventions by EYFS leader to monitor teaching using agreed strategies in this area.**  **July 2021**  **AR ELKAN trained TA worked with 3 EYFS children on speech and language targeted interventions. This work continued remotely during second school closure. One of the children was also working with an external speech and language therapist, school support daily with planned programme.**  **Information taken from Pentecost 2 data shows that 3 targeted children in the cohort made good progress from their starting points at the beginning of the academic year in speaking, understanding and listening and attention.**  **1 child made their early learning goals in all 3 areas and 2 children secured their early learning goals in 2 of the 3 areas.** |
| **Personal development, behaviour and welfare.** | **Priority 1**  **To improve pupil wellbeing as a direct result of lock down initially in order to improve positive learning attitudes and reduce the attainment gap for disadvantaged pupils. Closely monitored through pupil progress meetings, pupil interviews and intervention reviews. Second TA to complete ELSA training this academic year to support individual pupils in response to demand. Training funded through resilient Rutland. PSHE resources identified and purchased as well as time allocated for supervision.**  **Priority 2**  **To provide as many experiences and opportunities for PPG pupils beyond the curriculum. All PPG Pupils to access outdoor learning sessions as part of the recovery curriculum and given further opportunities for forest school experiences.**  **Priority 3**  **To re engage parents after lock down with clear information on support for PPG pupils. Support for parents with home learning and remote learning if necessary through shared strategies that develop skills in reading, writing and maths. Provide resources where necessary.** | **£1000**  **£500**  **£300** | **All PPG pupils to have opportunities to explore feelings and emotions where appropriate which will enable them to form positive relationships, self regulate and feel happy and secure within school therefore ensuring that they learn positively achieving personal targets by the end of the academic year.**  **100 % of PPG pupils to have access to the same range of experiences and opportunities to non PPG pupils beyond the curriculum through sport, music and the Arts. 100 % of PPG pupils accessing at least one external activity by the end of the academic year. 100 % of PPG pupils to access outdoor learning sessions provided by external provider on school site.**  **90 % of PPG parents report positively on the support offered by school for building home and school partnerships.**  **100 % PPG pupils report positively on interventions led by pupil premium champion.** | **Monitored through observations, pupil interviews and pupil progress meetings.**  **July 2021 –**   * **PPG children identified as vulnerable during second lock down and invited into school. ( 67 % of PP children )** * **PPG children requiring additional emotional support referred to ELSA**. * **Training of second member of staff now planned for September 2021.**   **Monitored through individual tracking of children focused on participation in extra curricular activities internal and external to school.**  **Pupil premium champion to build relationships with families and collate evidence from parent and pupil voice as well as questionnaires. Parental consultations and pupil progress meetings encourage parents to be involved in the setting of pupil academic targets in order to facilitate progress and next steps. Regular meetings between pupil premium champion, SENDCO and Head monitor individual children’s personal development through rag rated approach.**  **July 2021 – Parents of PP children were approached at the beginning of the academic year to answer questions on support needed. This was analysed by the PP champion and SENDCO and individual support offered where appropriate eg further explanations of learning techniques, building of confidence, explanations on resources used for scaffolding etc. This support was continued during the second lock down with individual year group teachers holding teams meetings with parents and children where necessary to continue engagement with learning. All children report positively on the interventions led by the pupil premium champion, articulating how this support had helped them with curriculum areas in the classroom.** |

**Data 2020 2021 based on teacher assessment.**

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| **Total number of pupils in EYFS 18**  **2 pupils eligible for PP in EYFS** |  |
|  | **Pupils eligible for PP** | **Non PP pupils** |
| **Good level of development (GLD)** |  |  |
| **CLLD speaking** | **1 50 %** | **15 94 %** |
| **Reading** | **0 0 %** | **14 88 %** |
| **Writing** | **0 0 %** | **14 88 %** |
| **Maths - number** | **1 50 %** | **15 94 %** |

| **KS1** | | | |
| --- | --- | --- | --- |
| **Total number of pupils in year 2 18 pupils**  **Total number of PP pupils in year 2 1 pupil** | **Pupils eligible for PP** | **Pupils not eligible for PP** | |
|  | **1 pupil** | **17 pupils** |  |
| **% achieving expected standard or above in reading, writing and maths** | **100 %** | **14 82 %** |  |
| **% making expected progress in reading** | **1 100 %** | **16 94 %** |  |
| **% making expected progress in writing** | **1 100 %** | **14 82 %** |  |
| **% making expected progress in maths** | **1 100 %** | **16 94 %** |  |

| **End of KS2** | | | |
| --- | --- | --- | --- |
| **Total number of pupils in year 6 14**  **Total number of PP pupils in year 6 4 ( 1 pupil with an EHCP )** | **Pupils eligible for PP 4** | **Pupils not eligible for PP 10** | |
|  |  |  |  |
| **% achieving expected standard or above in reading, writing and maths** | **3 75 %** | **8 80 %** |  |
| **% making expected progress in reading** | **4 100 %** | **9 90 %** |  |
| **% making expected progress in writing** | **4 100 %** | **8 80 %** |  |
| **% making expected progress in maths** | **4 100 %** | **9 90 %** |  |

**Barriers to future attainment (for pupils eligible for PP, including high ability)**

**In-school barriers *(issues to be addressed in school, such as developing oral language skills across the school )***

**A. Language skills and acquisition of vocabulary**

**B. Low self-esteem and confidence**

**C. Low level of independence in learning and resilience**

**D. Gaps in attainment and progress caused by recent school closure March to September 2020 and January to March 2021**

**External barriers *(issues which also require action outside school, such as low attendance rates)***

**Home support – Language barriers and parental confidence to support learning**

**Cultural Capital – Children are not always exposed to a wide range of external opportunities or encouraged to aspire to pursuing a variety of careers in the future. This has been significantly impacted because of the pandemic.**